



Wooster High School

**A Bilingual and
International Baccalaureate
World School**

What is 'IB'?



IB stands for **INTERNATIONAL BACCALAUREATE**.

The International Baccalaureate Organization (IBO) is a global leader in international education.

IB is an international educational programme recognized at universities world-wide.



History of the IB

Founded in 1968 by a group of educators from the International School of Geneva.

- For children of diplomats
- For continuity of education with a set standard of excellence

Currently more than 8,000 programmes
offered in 5,700 schools
in over 159 countries.

What is an IB World School?

Any school authorized to teach one or more IB programmes

To retain IB authorization,
IB schools must be re-accredited every five (5) years.





IB Continuum of Education

Four programmes united by the IB's philosophy and approaches to learning and teaching.

Primary years programme (PYP)

Middle years programme (**MYP**)

Diploma programme (**DP**)

Career-related programme (**CP**)

What is an IB education?

**Four
foundational
and
interrelated
elements
central to all IB
programmes**

- Fostering International-Mindedness
- The IB Learner Profile
- A broad, balanced, conceptual and connected curriculum
- Approaches to teaching and learning



Fostering International-Mindedness

A way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

Helping students reflect on their own perspective, culture and identities, as well as those of others engaging with diverse beliefs, values and experiences, and by learning to think and collaborate across cultures and disciplines.

Through multilingualism - All IB programmes require students to study, or study in, more than one language.

Through a focus on global engagement and meaningful service with the community.

The IB Learner Profile

The aim of all IB programmes is to develop internationally-minded people who strive to be:

Inquirers – showing natural curiosity and love of learning

Knowledgeable – acquiring in-depth knowledge across a broad range of disciplines

Thinkers – critically and creatively solving complex problems

Principled – acting with integrity, honesty and respect for oneself and others

Reflective – understanding strengths and limitations to support personal learning

Caring – showing empathy, compassion and a personal commitment to service of others

Balanced – understanding the importance of physical, intellectual and emotional well-being for all

Open-minded – open to perspectives and values of other individuals

Communicators – willing to work in collaboration with others and express ideas in more than one language and in a variety of modes

Courageous – bravely approaching the unfamiliar and willing to explore new frontiers

Broad, Balanced, Conceptual, Connected

Transcends traditional boundaries between subject areas

PYP – Primary Years Programme

- Six ***transdisciplinary*** themes of global significance
 - ❖ who we are
 - ❖ where we are in place and time
 - ❖ how we express ourselves
 - ❖ how the world works
 - ❖ how we organize ourselves
 - ❖ sharing the planet

MYP – Middle Years Programme

- Six ***transdisciplinary*** global contexts developed from and extending the PYP themes
 - ❖ identities and relationships
 - ❖ personal and cultural expression
 - ❖ orientation in space and time
 - ❖ scientific and technical innovation
 - ❖ fairness and development
 - ❖ globalization and sustainability.

DP – Diploma Programme

6 DP courses and the 3 core elements

CP – Career-related Programme

Combination of CTE and DP courses and the 4 core elements

Approaches to Teaching and Learning

Six approaches to teaching

- **Based on inquiry**
Emphasis on students constructing their own understanding
- **Focused on conceptual understanding**
Concepts are explored to deepen understanding and to make connections to new contexts
- **Developed in local and global contexts**
Real-life contexts connected to students' experiences and world at large
- **Focused on effective teamwork and collaboration**
Collaboration among teachers, students, and teachers and students
- **Designed to remove barriers to learning**
Teaching is inclusive, values diversity, and creates opportunities that enables every student to develop and grow
- **Informed by assessment**
Assessment is crucial in supporting as well as measuring learning; effective feedback is essential

Approaches to Teaching and Learning

Five categories of skills to empower students

- **Thinking skills**

Including critical, creative and ethical thinking

- **Research skills**

Including comparing, contrasting, validating and prioritizing

- **Communication skills**

Including written and oral, effective listening, and formulating arguments

- **Social skills**

Including forming and maintaining positive relationships, active listening, and conflict resolution

- **Self-management skills**

Including organizational skills, time management, and affective skills (motivation/perseverance)

<https://www.ibo.org/globalassets/new-structure/about-the-ib/pdfs/what-is-an-ib-education-en.pdf>

The IB promotes schools

- to inspire students to ask questions, pursue personal aspirations, set challenging goals and develop the persistence to achieve those goals
- to develop knowledgeable students who make reasoned ethical judgments and acquire the flexibility, perseverance and confidence they need in order to bring about meaningful change
- to encourage healthy relationships, individual and shared responsibility and effective teamwork.

Purpose & Aim

- The IB focuses on each student as a **whole person**.
- IB programmes address not only cognitive development but **social**, **emotional** and **physical** well-being.
- The aim is to develop **inquiring**, **knowledgeable** and **caring** young people with adaptable skills to tackle society's complex challenges and who will help to make it a better, more peaceful world.



The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

IBDP

11th and 12th grades

Six mandatory subjects:

Social Studies, English, World
Language, Math, Science, Fine Arts

The Core:

Theory of Knowledge (TOK)
Creativity, Activity, Service (CAS)
Extended Essay (EE)

IB MYP

9th and 10th grades

Five mandatory subjects:

Social Studies, English, World
Language, Math, Science

Choice of two:

Art, PE/ROTC, Theater
Computers, Health

The core:

Community (Service) Project
Personal Project

IBCP

11th and 12th grades

One CTE path:

Energy Technologies, Metalworking,
Landscape Design & Management, or
ROTC

Two (Minimum) IBDP courses:

Social Studies, English, World
Language, Math, Science, Fine Arts

The Core:

Personal and Professional Skills (PPS),
Service Learning
Reflective Project
Language Development



The Middle Years Programme (MYP)

Encourages students to make practical connections between their studies and the real world.

Culminates in a community project and a personal project.

Students who complete the MYP are well-prepared to undertake the IB Diploma Programme and IB Career-related Programme.

Bilingual Education and the MYP at Wooster

(9th & 10th grade)

Eight subject groups:

- Language A
- Language B
- Individuals & Societies/History
- Science
- Mathematics
- Physical Education & Health
- Fine Arts
- Design

And the core:

- Community project
- Personal project

Bilingual Education and the MYP at Wooster

(9th & 10th grade)

9 th Grade	10 th Grade
Spanish Literacy 3-4 or Spanish Literacy 5-6 or AP Spanish Language & Culture	Spanish Literacy 5-6 or AP Spanish Language & Culture or AP Spanish Literature
History and/or Math in Spanish	History and/or Math in Spanish



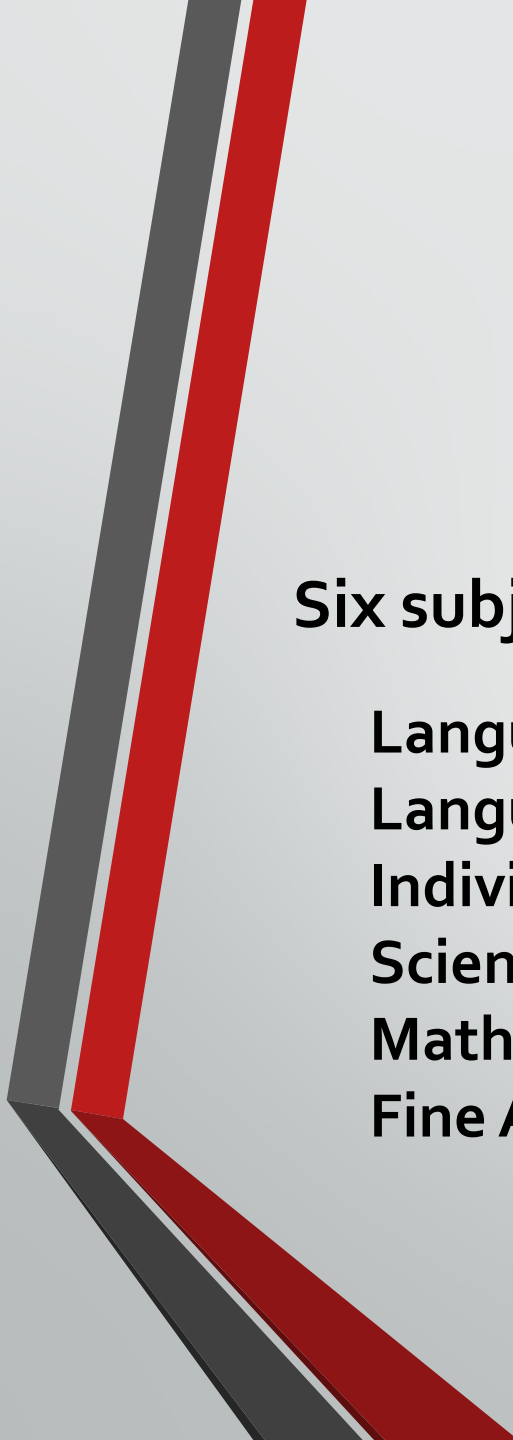
The Diploma Programme (DP)

A comprehensive education that encourages students to link their learning across the curriculum and core to form a more useful way to apply what they've learned.

A curriculum which emphasizes both breadth and depth of knowledge.

The required study of an additional language.

The completion of a compulsory core requirement.



The DP at Wooster (11th & 12th grade)

And the core:

Six subject groups:

Language A

Language B

Individuals & Societies

Science

Mathematics

Fine Arts

Theory of Knowledge (ToK)

A class where students are encouraged to think about the nature of knowledge, to reflect on the process of learning in all subject areas, and to see and understand the connections between them.

Creativity, Activity, Service (CAS)

An experiential learning component where students are involved in and engaged with a wide variety of extracurricular activities, including community service and athletic options.

Extended Essay (EE)

Introduces students to the demands and rewards of independent work prior to entering university, requiring them to produce a self-directed piece of research in an area of personal interest.

THE PATH TO AN INTERNATIONAL DIPLOMA

9 th & 10 th	IBMYP Honors classes
11 th & 12 th	• 3 Standard Level Subjects (SL) • 3 Higher Level Subjects (HL) IB Subject Areas Language A.....English, Spanish Language B.....World Language (Chinese, French, Spanish) Individuals and Societies.....History of the Americas Experimental Sciences.....Biology, Chemistry Mathematics.....Math SL – Applications & Interpretation or Math HL – Analysis & Approaches Fine Arts.....Visual Arts, Theatre, Music (or Psychology or 2nd science)
Core	• IB Theory of Knowledge (TOK) class • Creativity, Activity, Service (CAS) Experiences • Extended Essay (EE) 4,000 words

4-year progression of subjects: English & Math

English 1-2 (H) → English 3-4 (H) → IB English HL I → IB English HL II
AP English Lit →

Algebra I → Formal Geometry (H) → Algebra 2 (H) → IB Math SL
or
Formal Geometry (H) → Algebra 2 (H) → Trigonometry → IB Math SL
or
Prob/Statistics
or
AP Statistics
or
Formal Geometry (H) → Algebra 2 (H) → IB Math HL I → IB Math HL II

4-year progression of subjects: World Language & Science

WL I-2 → WL 3-4 → IB WL I (5-6) → IB WL II (7-8)
(Chinese/Spanish)

or

WL 3-4 → WL I (5-6) → IB WL I (7-8) → IB WL II (9-10)
(Spanish)

or

Herit Span 3-4 → Herit Span 5-6 → AP Span Lang/IB Span HL I → AP Span Lit/IB Span HL II

or

Herit Span 5-6 → AP Span Lang → IB Span HL I → IB Span HL II

Bio (H) → Chem (H) → IB Bio SL (**or** Chem SL **or** Physics SL) → IB Bio (**or** Chem) HL*

or

Chem (H) → Physics (H) → IB Bio SL (**or** Chem SL **or** Physics SL) → IB Bio (**or** Chem) HL*

(*Or no science senior year)

4-year progression of subjects: History and Electives

Individuals & Societies → AP World History → IB History HL I → IB History HL II

Freshman/Sophomore years → most electives

Junior/Senior years → IB Electives

IB Visual Arts SL I → IB Visual Arts SL II/HL

IB Theatre SL I → IB Theatre SL II/HL

IB Psychology SL I → IB Psychology SL II/ HL

Junior/Senior years → Theory of Knowledge (ToK)



The Career-related Programme (CP)

Equips students to pursue further education or to immediately enter their chosen career path.

Minimum of two IB diploma courses

A school-based, career-related course of study

Completion of a compulsory core requirement

The CP at Wooster (11th & 12th)

IBCP is Wooster's Career and Technical Education (CTE) program integrated with IBDP

CTE path:

- Energy Technology
- Metalworking
- Landscape Design & Management (Plant Systems)
- Military Science (4years)

11th-12th grades:

- Complete CP/CTE path
- Complete (at least) 2 IBDP courses
- Complete the core program:
 - Personal and Professional Skills (PPS)
 - Service Learning
 - Reflective Project
 - Language Development

The CP core at Wooster

Personal and Professional skills (PPS)

A course designed to help students to develop attitudes, skills and strategies that can be applied now, and in the future, in both personal and professional situations.

Reflective Project

Intended to promote research, writing and communication skills, it's an in-depth body of work where students identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies (multiple format options)

Service Learning

A service initiative where students develop and apply knowledge and skills towards meeting an authentic community need (+ completion of a portfolio)

Language Development

50 hours outside of a traditional class to explore/learn/gain proficiency in a language other than their best language, with the goal that it will assist and further their understanding of the wider world.



An IB education is unique

It spans traditional academic disciplines and pushes students to make connections across many fields of study.

It challenges students to excel in both studies and personal growth.

It's not just what students know, it's what they can do.

It encourages students to consider both local and global contexts.

It encourages students to think critically and ask challenging questions.



Benefits of IB: a recap

- Rigorous College Preparation
- Access to Top Tier Universities
- Prepares students for graduate school
- Opportunity to Earn College Credit
- A Complete High School Experience of sports, activities, and academics



IB programmes emphasize **learning how to learn** and teaching students to value learning as an essential, integral part of their everyday lives.

Success is a journey, not a destination. The doing is often more important than the outcome.

-Arthur Ashe